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ABSTRACT

Government publications, monographs, and newspaper and journal articles dealing with education in Pakistan are cited in this annotated bibliography. All items included were published between January and March 1982. Entries are listed alphabetically under the following subject headings: administration, organization, and financing of education; educational planning; elementary and secondary education; examinations; extracurricular activities; health education; higher education; libraries; literature for children; medical education; professional education; students' problems; teachers; technical education; textbooks; women's education; general; and teaching of languages. The publication includes an author index. (LP)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 16 No. 1, 1982

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ADMINISTRATION, ORGANIZATION FINANCING OF EDUCATION

1. ALI, Shujaat. Admission Policy ... Dawn (Karachi) February 16, 1982.

According to the existing policy of the N.E.D. University of Engineering and Technology, 34 students have to be admitted here from the Mehran University, Jamshoro, on a reciprocal basis. These students belong to the division of Hyderabad and Sukkur. The decision was taken considering the following facts: 1) As the majority of these students would come from areas having lack of facilities in the education field, this would give them a chance to study in better academic conditions and eventually result in uniform educational growth of all the areas. b) This would also result in the exchange of views between students coming from different parts and would help increase understanding between them. These were the two main reasons why this policy was adopted and was in operation until now. But now this policy is being reviewed and the Board of Faculties of the University has decided that the number of students being admitted under this category should be reduced from 34 to 5. This decision would affect the students of the interior of Sind.

It is, therefore, requested that the proposed policy should not be adopted in the national interest.

2. ATTAYYAB, Mohammad. Naqis Taaleemi Intezam (Defective Educational Management) ... Mashriq (Karachi) January 15, 1982(U).

Education sector has long been neglected and therefore we find so many defects in it. One glaring example of the mishandling of education sector is the fact that untrained teachers are being given preference over trained teachers. Although it is said that trained teachers are not available and as such untrained teachers are being employed. Actually the fact is quite otherwise. Somehow or the other, the untrained teachers get an access to the educational authorities and succeed in manipulating their cases. They easily get the appointment while trained teachers are moving from pillar to post for employment. Another snag in the way of the improvement in education is the fact that the major part of educational budget is spent on unnecessary items. The Government must probe into these defects as early as possible.

3. NIAZI, Ghulam Yasin. Sanvi Taa'leemi Bordon Kay Ma'amlaat (The Affairs of Secondary Educational Boards) .... Nawai Waqt (Karachi) January 31, 1982(U).

The main reason behind the establishment of secondary educational board was to relieve the Universities of the responsibilities of holding examinations for matric and inter classes, so that the universities could pay exclusive attention to higher education and research. Some twenty or twenty five years back, secondary education boards were established. In the beginning when all the responsilities of both matric and inter examinations were given to the boards, they were also given the task of the printing of the textbooks. This was in addition to the administrative, financial and examination affaris. But gradually these responsibilities were taken away, so much so, that now the boards are only the subordinates of provincial education department. One cannot expect that these invalid boards could help in improving the standard of education. Suggestions have been put forward for improving the workings of the boards.

4. QURESHI, Junaid Iqbal. Private Education .... Viewpoint (Lahore) March 25, 1982.

It is the policy of the present government to expand educational facilities with a view to raising the literacy level in the country. But the available national resources are not sufficient to provide facilities commensurate with the country's educational heeds. Accordingly, the Government called upon the private sector to establish high quality educational institutions, In response to this call, a number of private schools were established. According to a conservative estimate as many as 2000 private institutions are at present operating in the Punjab alone. Their beneficial role and status is evident from the facts that the present educational requirements of the country are far in excess of the arrangements and facilities provided by the Government. The increasing population of the country is bound to increase the demand for educational facilities which will have to be met by opening more schools in future. The standard and quality of education is far better in private than in Government schools. Physical facilities are also offered in private institutions on competitive basis and they are far superior to those provided by Government schools. The private schools have job opportunities to the unemployed educated youth, thereby lessening the unemployment in the country.

EDUCATION PLANNING

5. HAIDER, Latif. Ta'aleemi Inhataat Ka Zimmedar Kaun? (Who is Responsible for Educational Deterioration) .... Nawai Waqt (Karachi) January 25, 1982(U).

A number of causes can be cited for the deterioration of education. First, the course both for primary and secondary institutions is very heavy, resulting in dissatisfaction among students. In order to improve the standard of education, the course should be made lighter and easier. Second, the system of examination has become outdated and cumbersome. It needs revolutionary change. The present system of examination has not helped to raise the standard of education. It has completely failed to create in the student any interest in study. Third, teachers are deprived of such amenities and facilities which are available to the employees of Government and semi-government organisations. Consequently, the sense of deprivation has made them disinterested in their profession. If the above mentioned causes are removed, one can hope some sort of improvement in the present deteriorating standard of education.

ELEMENTARY AND SECONDARY EDUCATION

6. FARID, Razia. Har Iskool Ki Apni Dakhla Palicy Hai (Every School has its own Admission Policy) ... Akhbar-e-Khwateen (Karachi)Vol. 16 (14): 18-19p. 1981(U).

With the approach of the month of April, the season of admission in schools has started. The directorate of education has announced the admission policy, according to which parents should contact nearby schools for admission and not to insist on any particular school. Private schools have also been advised by the directorate to follow the official policy with regard to admission. It has come to notice that many private schools do not follow the instructions of the directorate. In fact every school has its own admission policy.

The writer has surveyed a number of schools in Karachi to find out the admission problems and difficulties. Due to limited capacity in schools, specially in good schools, parents face great difficulty in securing admission for their wards, and similarly schools also face the problem of undue pressures.

7. HAFIZUDDIN. Negligence ... Star (Karachi) December 14, 1981.

The Education Department's attention is invited to the fact that in government primary schools from class 1 to V, no English books are prescribed and there is no English teaching. English starts at class VI, at the secondary level. A student who has studied up to class V, knows nothing about English. It is not understood why the Education Department has not been able to prescribe English book in class 1. At the time of admission to class VI, the age of the student is nearly 12, and at this age he knows nothing about English language. On the other hand, in private schools, English starts from class 1 and upto the 6th class, a student of private school knows so much English that he can even teach English to a student coming from a Government school.

8. KHAN, A. Rahman. Course of Studies in Schools ... Morning News (Karachi) February 12, 1982.

As far as the courses of studies are concerned, at present 14 subjects are taught from class VII, counting three subjects in mathematics - arithmetic, algebra and geometry. Of course these topics are parts of mathematics. Anyway, in social studies again three different subjects are included, namely, history, geography and elements of sociology. These subjects are quite different and have nothing to do with social science. Nevertheless, all these subjects in Maths and science studies are important to learn. But what is the sense in teaching four languages - English, Urdu, Sindhi and Arabic in class VII and onwards? Of course, English is an international language and Urdu is our national language, but what is the sense in introducing Arabic and Sindhi as compulsory subjects? It is pointed out that during British rule, English was taught as a compulsory subject from class IV. Nowadays, it is either taught from the nursery level in English medium schools or from class VI in Urdu medium schools. It is suggested that English should again be introduced from class IV, and in nursery up to class III, all instructions should be imparted in the mother-tongue.

9. LATEEF, Khalid. Primary Ta'aleem Ki Zaboonhali (Sad Plight of Primary Education) ... Mashriq (Karachi) January 22, 1982(U).

Although education is free at the primary level, but the practice of forced tuition has affected the whole set up of primary education. At the end of school timing, it has been

observed that most of the teachers hold for an hour or two private classes inside the school premises. Not only that they charge tuition fee from the students, they give assurance to them that if they continue private tuition they would get through all the examinations. This tendency among the teachers is on increase and has resulted in the deterioration of the standard of education. Time and again the attention of both the Government and the education department has been drawn to this evil of forced tuition, but no action has been taken.

10. RAHMAN, Habibur. Ibtedai Ta'aleem (Primary Education) ... Akhbar-e-Jehan (Karachi) September 21-27, 1981(U).

The primary education has become too costly in the big cities of the country. Private schools which have been allowed to function are extracting exorbitant tuition fees, which people belonging to low income group cannot afford. The only remedy to stop this tendency is that the Government itself accepts the responsibility for primary education. Education should not go in the hand of private sector. The private sector is more interested in the English medium schools. No doubt the Government has fixed Rs.30/- as tuition fee, but there is no restriction on those who would charge more than the fixed amount. As a result, every year the rate of tuition fee in schools is on the increase. This trend of increase in tuition fee need immediate check.

EXAMINATIONS

11. ASHFAQ, Asrar. Talaba Kiyun Fail Hotay Hein (Why Students' Fail?) ..... Akhbar-e-Khwateen (Karachi) Vol. 16 (27): 16-16.1981 (U).

There are many reasons why students fail in examinations. In many cases the responsibility lies on their own shoulders. They take little interest in their studies and pass their time in loitering, gossiping and in pursuits which have nothing to to with school studies. The union activities of the students also play an important role in the failure of students.

The responsibility of failure also lies on the shoulders of teachers. They take little interest in their profession and in some cases on petty personal matters they do not mind wasting a whole year of the student. Home environment also contributes in the failure of students. Parents either do not take interest in the education of their children or they force students to pursue the studies according to their choice and not according to the aptitude and taste of their children.

12. ATTAYYAB, Mohammad. Naql Ka Rujhaan (The Tendency of Cheating) ... Mashriq (Karachi) January 21, 1982(U).

There are a number of causes for the fall in the standard of education. Cheating in the examination hall is one of them. This tendency among the student community is so common that sometimes it is discussed to declare cheating legal. The invigilators who are mostly selected among junior teabhers encourage the students to cheat and use the books. With senior teachers as invigilators the magnitude of the problem may be reduced. But unfortunately, the senior teachers are not prepared to accept this responsibility. It is also being questioned whether the coaching centers are also one of the causes for the promotion of irregularities? It is suggested that the Government and the Education Department should provide safeguard to the invigilators without which the growing trend of cheating cannot be curbed.

13. HASHMI, Khalid Mahmood. Semester System (Semester system) ... Imroz (Lahore) February 24, 1982(U).

Semester system was the best system but failed because of inexperienced hands. There are three reasons for the failure of the semester system. 1) University administration; 2) Teachers; and 3) Students. The students never allowed any examination under the semester system to be held according to the schedule. In 1975, when this system was adopted by the Punjab University, comprehensive examination was held only once in a year. After that the students started protesting against comprehensive examination. Teachers were also accustomed to teaching under the system of annual examination. They did not like the new system, because it increased their work load. The pressure tactics adopted by the students resulted in indiscipline and affected the educational atmosphere. So much so that finally the system had to be abolished.

14. JABBAR, Abdul. Imtehanaat Aur Talaba (Examinations and the Students) ... Mashriq (Karachi) January 8, 1982(U).

The things happening in examinations or in examination halls are known to all. Then after the examinations are over and the time for marking approaches, things become really alarming. So much so that one feels to forget about acquiring education. Although the admission in medical and engineering and other professional institutes is strictly on merit but those who belong to the affluent society some how manage admission even without merit. They approach the examiners, offer them

huge bribe and thus marking is done according to their wishes. These examiners are so expert in placing the third divisioner into a first division that none can find any fault. This is being done without any fear.

15. JILANI. Khalid Iqbal. Semester System Ki Nakami Kay Asbab (The Reasons for Failure of Semester System) .... Nawai Waqt (Karachi) January 4, 1982(U).

The story of the failure of the semester system is very sad. The responsibility for its failure does not lie on one person. The teachers community, the employees of the campus and the administration, all are equally responsible. Major responsibility for its failure, however, rests on teachers themselves. They never adapted themselves to this system. Most of them were against the system and did not want it to succeed. Some of the teachers adapted the policy of favouritism. This attitude created resentments among the students. Another cause for the failure of the system was non-availability of reference books. The library was not fully equipped. These and some other causes resulted in the failure of the semester system.

16. KHAN, Sarfraz. Examination Malpractices .... Dawn (Karachi) January 18, 1982.

In order to stop malpractices in the examination halls, the suggested steps are the measures which both the Boards of Education, Secondary and the Intermediate have been employing for sometime. In fact they have gone a step further and introduced the Central Assessment Method. All the examiners are called at a specific centre and given specific number of scripts, thus eliminating home delivery of the answer scripts and the private approach of the examinees. Despite all these measures, the problem persists. It is, therefore, felt that the cure lies in non-resistence to this evil. If the examination has failed to shape the examinees to its requirements, let us shape the examination to the needs of the situation. The method suggested here is by no means new. It is being practiced in some departments. This is the open book examination system. It is so set that although the examinees are allowed to consult their books, yet in the absence of previous study, books and notes are of little value.

17. ZEB. Aalia. Guess Paper (Guess Paper) ... Akhbar-e-Khawateen (Karachi) August 22-28, 1981(U).

Though there are many reasons for the downfall in the standard of education, the most serious cause is the free sale of guess papers. The people who are involved in this business, are not serving the cause of students. They are spoiling the intelligent minds of the students through guess papers and the guides. We cannot blame the students. Teachers are to be blamed, who encourage the students to take help from the guess papers. If the teachers give proper attention to each and every student, the students will have no need to take the help from the guess paper. Protests are being made against the sale of guess papers, but the authorities are not taking any action against its printing and sale in the market.

EXTRA-CURRICULAR ACTIVITIES

18. BAIG, Mirza Yasin. Tariqa-i-Tadrees Tabdeel Kijiye (Change the System of Teaching) ..... Nawai Waqt (Karachi) February 6, 1982(U).

The present system of teaching does not agree with the changing situation in the country. It is unfortunate that we still cling to the old system of teaching which has contributed a great deal in the deterioration of the standard of education. The present system of teaching has badly affected the results of examinations.

More importance is given to curricular activities than to extra-curricular activities, when the same play an important part in the development of healthy mind and healthy physique. It has been observed that those students who devote major portion of their time in books, they fail to do better in examinations. Every school and college should have all necessary facilities of games. It is pointed out that sufficient stress should be paid on extra-curricular activities.

19. QADRI, Shabbir Ahmad. Talaba Ki Ghair Nisabi Sargarmiyun Per Tawajjoh Di Jai (Need of Attention on Students' Extra-curricular Activities) ..... Akhbar-e-Khwateen (Karachi) Vol. 16(34): 6-(p. 1981 (U).

Like curricular activities, extra-curricular activities also play an important role in the personality development of students. In fact with out extra-curricular activities healthy development of the personality is not possible.

It is pity that we have no proper arrangements for extra-curricular activities in our educational institutions. Only in a few schools a semblance of such activities is seen. This lack of facility of extra-curricular activities compels our students to spend their time in unhealthy activities and this is a serious matter. Instead of blaming our students for irresponsible activities, we should make arrangements for the facility of extra-curricular activities. This way we can divert their energies towards constructive pursuits.

HEALTH EDUCATION

20. MOHAMMAD, Pir. School Health Service .... Morning News (Karachi) January 11, 1982.

Before nationalisation, many schools in cities and big towns had their own medical officers to examine the students thoroughly and parents and guardians were informed if there was anything wrong with their wards. But after nationalisation this service has disappeared. No one will deny the importance of periodic examination of these school going children so that diseases detected in their initial stages could be treated and cured. This way many children can be saved not only from getting the disease chronic and incurable but also from heavy expenses. Such being the importance of school health service, the Government is urged to start this service compulsorily in all schools throughout the country in the interest of the health of the nation.

HIGHER EDUCATION

21. MIR, Khalid Latif. Punjab University Rot ... Pakistan Times (Lahore) February 8, 1982.

The Punjab University is plagued with various problems. These include shortage of teachers, frustration among the academic staff, non-existence of statutory bodies like syndicate and selection board, and failure of the administration to realise the gravity of the situation. The shortage of teachers can be guaged from the fact that whereas the number of sanctioned posts is about 450, those actually serving are around 300. That this number is too small for a student population of over 7,000 will be obvious by comparison with the student-teacher ratio in other universities. In the Quaid-i-Azam University, Islamabad, there are over 150 teachers for 800 students, while the number of students and teachers at the

Multan University is respectively 500 and 70. The affairs of the university require urgent attention from the Chancellor.

LIBRARIES

22. HAIDER, Syed Jalaluddin. Library Education in Iran and Pakistan ..... In: Library Education Across the Boundaries of Cultures: A Festschrift, 91-106. Karachi, Library Science Department, University of Karachi. 1981.

The information provided in the article about the various programs of library education in Iran and Pakistan are based, for the most part, on the personal observation and working experience of the writer. While discussing the problems, special attention has been paid to only those problems, which are shared by majority of the Third World countries in this field. In the same way the conclusion drawn and the proposals made here are also based on the overall state of library education in this part of the world.

The article focusses attention on the background of library education, recent library development, library education in Iran and Pakistan, problems and needs of library education in Iran and Pakistan and appropriate proposals for the development of library education.

23. KHURSHID, Anis. Editor's Introduction ... In: Library Education Across the Boundaries of Cultures: A Festschrift, 1-21p. Karachi, Library Science Department, Karachi University. 1981.

This is a brief account for the country's first graduate library school founded in 1956 in the Karachi University. The history, philosophy and the working of library education is traced. Started in 1956, as an evening program, staffed by part time teachers, the school for the last 25 years has continued to maintain its leadership in Pakistan in developing library education and promoting library practices and attitudes. The significant role played by the school in streamlining the library courses in the country under the aegis of UGC and in creating awareness to and motivation for using books and libraries is quite important. The contribution made by the school to the professional literature is also substantial.

24. MOID, Abdul. Early Days of the Library Science Department: Some Reminiscences ..... In: Library Education Across the Boundaries of Cultures: A Festschrift, 23-33p. Karachi, Library Science Department, University of Karachi. 1981.

The department initially started a post-graduate diploma course in 1956, followed by Master's degree in 1962 and Ph.D. in 1967. The department so far has produced over 900 librarians, having diploma, M.A. and Ph.D. degrees in library science. About 300 theses have been produced on various aspects of librarianship. The department has also its own publication program. The department has played a leading role in overall library movement and in creating library consciousness in the country.

The step by step development of the department is traced and the contribution of some of the great Pakistani educationists, scholars and civic leaders who helped in the development of library education in the country is mentioned.

LITERATURE FOR CHILDREN

25. KHANAM, Ulfat. Bachchon Ki Kitabein (Children's Books) .... Akhbar-e-Khwateen (Karachi) Vol. 16(33): 16-16p. 1981 (U).

General reading is very good, but now a days what children read is not healthy. Most of the literature that is being written for children depicts horror, murder and crime. The title covers of the books speak for themselves. After reading these horror books and murder stories with all the gory details, children can only become criminals. It is the responsibility of the writers, publishers and booksellers to see that this type of poisonous literature is not provided to our young people.

We should provide our children books with interesting themes, books which could provide them laughter and books through which they could get some lesson or they could learn something new. It is our responsibility to save the innocent minds from the injurious literature and provide them clean and healthy literature.

26. QADRI, Shabbir Ahmad. Bachchon Kay Liye Sainsi Adab Tayyar Kiya Jai (Science Literature Be Prepared for Children) ..... Akhbar-e-Khwateen (Karachi) Vol. 16(21): 5-5p. 1981(U).

It is a matter of pity that since the establishment of Pakistan, no worthwhile literature could be produced for

children in the country. We have badly neglected our children in this regard. How can we develop a healthy nation by providing super natural stories and similar literature to our young generation. Provision of suitable reading material for children is a matter of national importance.

No doubt individual efforts play an important role in the development and promotion of children's literature, what we need is national efforts with sincerity and dedication. In place of fairy tales and super natural stories, which are available in plenty, we need science literature for our young generation. Children's writers need to be specially encouraged and should be provided all facilities for producing suitable literature for children.

MEDICAL EDUCATION

27. ASGHAR, Tariq Ali. F.Sc. Pre-Medical ..... Pakistan Times (Lahore) January 8, 1982.

Subjects of Islamiyat and Pakistan Studies are unnecessary burden for the medical students. As regard Urdu, it is our national language. A doctor has to converse in Urdu or in a provincial language as the case may be. The Matric Course of Urdu is more than sifficient for conversation with a patient and giving instructions to him. Next comes English. Knowledge of English is most essential as the latest research and medical books are written in that language. Physics is a relevant subject, but there is no need for the entire course. Based on the above analysis, the distribution of marks should be as under: Biology: 400, Chemistry: 200, Physics: 150; English: 150, Urdu: 100, (Optional), Islamiyat and Pakistan Studies (to be deleted). It is high time that we adopted a pragmatic approach and avoid emotionalism.

28. BOKHARI, M.S.Medical Seats. .... Dawn (Karachi) March, 8, 1982.

It is interesting to note that admission in Punjab, N.W.F.P. and Baluchistan are to be given on the basis of merit and domicile of those provinces. But in Sind, the admission in various medical colleges, though on merit, has been restricted to particular areas. Students cannot go to the colleges of their choice. The ideal policy would have been that admission to all to the medical colleges in Pakistan should have been open to merit, irrespective of domicile. This may result inconvenience to some students but this could be lessened through increase in seats. At least the country would look like one.

29. HAQ, Shamim Ikramul. Army Medikal Kalij (Army Medical College) ..... Akhbar-e-Khwateen (Karachi) Vol. 16 (51): 22-23p. 1982 (U).

Brief details are provided of the working of the Army Medical College established in 1977 in Rawalpindi. This is the tenth medical college of its nature in the world and the first in Pakistan established for the medical needs and requirements of the armed forces. The syllabus of the college is generally the same being taught in other medical colleges. However, the army training is compulsory. After completion of the medical training, one year participation in war drills is a must for male candidates.

Some details of the working of the college and its different departments are provided along with the contents of syllabus and procedure for admission. The quota for female students in the college is 10 percent. The female students are exempt from compulsory war drills.

30. NASREEN, Jamila. Medical Seats.... Dawn (Karachi) February 14, 1982.

A good number of seats stand reserved in medical colleges to safeguard the interest of certain classes. For example, a benefit of dual concession has been conceded to the doctors' children. First, they are allowed to win a seat on merits. And then if some of them fail to qualify, they are admitted into the colleges just because of the professional privilege of their doctor father/mother. Some well-placed guardians also manage their wards into medical colleges through the false domiciles or through the F.Sc. examination passed in more than the prescribed chances. Outwardly the merit lists are prepared in accordance with the rules and regulations prescribed for the purpose. However, the possibility of inadvertent omissions or internal manipulation cannot be ruled out. Perhaps, it is on this account that some undeserving students, with the poorest academic record, get admitted every year. No one can challenge the candidature of such students for the reason that merit lists are not made public like result gazettes.

31. SULTANA, Razia. Medical Aumissions .... Dawn (Karachi) March 11, 1982.

It may be pointed out that the general rules framed for "open admission" in the medical institutions are afflicted with

anomalies. For example, an F.Sc. "first class" is preferred to B.Sc. "first class", and in the same instance B.Sc. "second class" is evaluated superior to F.Sc. "second class" while determining "admission merits." Ignoring academic brilliance of a full-length career, from the secondary to the degree level, the admission to medical colleges is given on the basis of marks secured in the F.Sc. pre-medical. High marks in F.Sc. in most cases are secured by piece meal examination. To minimise the adverse effects of the admission race all the Charimen of the Educational Boards of Pakistan, in a meeting held at Multan during December, 1980, recommended that the piecemeal system of examination, which is a crux of all these ridiculous anomalies, should be immediately done away with.

PROFESSIONAL EDUCATION

32. HAQ. Shamim Ikramul. National College of Arts, Lahore (National College of Arts, Lahore) ..... Akhabar-e-Khwateen (Karachi) Vol. 16 (21): 22-23p. 1981 (U).

This is a survey report of the working of the National College of Arts, Lahore. The college provides professional education to artists and designers [illegible] in the country, it is the only / and degree college of its kind. There are five departments in the college including textile design, publicity design, product design, ceramic, fine arts and architecture. Each course is of four years duration, except textile. For textile, five years are required for completing the course. Admission in the college is granted to intermediate pass students. In the first year all students attend the same class and study all subjects. Specialization starts in the second year.

The writer interviewed students of different departments regarding the problems and quality of education.

STUDENT'S PROBLEMS

33. KHURO, Hamida. Life in Campuses in Sind... Dawn (Karachi) February 28, 1982.

No immediate inquiries have been held and no attempt has been made at "a fair discussion" or a thorough inquiry into student disturbances. Only punitive action in the shape of rustications and expulsions has been taken against students of the Sind University, Mehran University and Chandka Medical College. For the past three months these universities have remained closed,

causing immense loss to the country. From time to time one also reads about warrant of arrests against students. It must be obvious to any person of sense and minimal experience that treating this question as a matter for law and order is no solution and no remedy at all. In fact, it creates bitterness and despair. The government is requested to withdraw the rustications and warrants against the students and give the inquiry a proper chance to find a permanent solution to this very serious problem.

TEACHERS

34. AHSAN, Jameel. Teachers' Strike .... Dawn (Karachi) March 19, 1982.

The education scene in the country seems to be quite disturbed nowadays. Here in Sind the students' agitation has badly affected studies in universities and colleges and in the Punjab, school teachers have their own agitation going on. There seems to be no compromise between primary and middle school teachers in the Punjab and the Government for the moment. This has led to increasing trade unionism among teachers, with processions and strikes now and then.

If we expect teachers to give their best to our children, it is important to improve the economic and social status of the teachers. In view of what it would cost the exchequer if the teachers' demands are met in their entirety, some sort of adjustment in the present demands should be possible. But government should take pains to assure teachers that their grievances would be redressed at an early stage. In all probability some benefits will be given to the teachers. However, the fact that matters reached a point that strikes and processions were resorted to shows that the sense of deprivation among teachers is strong.

35. ALI, Irshad. Asatẓa Ka Maqaam Aur Unka Darja (The Status of Teachers) ..... Mashriq (Karachi) March 21, 1982 (U).

There is no denying the fact that teachers command respect and dignity. There was a time when teachers were respected by students more than their parents. The time has changed and now there exist no relationship between the teachers and the students. The student community does not pay respect to the teachers. May be it is because of the fact that the teachers themselves are so much involved in the affairs of the students

that they have lost their dignity. It is being observed that most of the teachers are directly involved in the unfair means that the students use in examinations. They not only inform their favourite students the probable questions but also help them in the examination hall. This is not all. Even after the examinations, these teachers show leniency in case of their favourite students.

36. AZIZ, Rana, Punjab University Teachers .... Pakistan Times (Lahore) February 15, 1982.

It is unfortunate to note that the teaching community which forms the backbone of the Punjab University has suffered the maximum due to the accumulation of problems during the past few years. The university administration which bears the responsibility of finding ways and means of solving these problems, has not only neglected its obligations but has also been using delaying tactics. The major problems include the lack of promotion, acute housing difficulties, and delay in the processing of posts. These are not insurmountable problems but the dilatory tactics employed by the administration in the past have created hurdles in finding their solution. The responsibility for aggravating the existing tension in the university definitely rests with the administration.

37. FAROOQUI, Yasmeen Nilofer. The Role of a Teacher .... Pakistan Times (Lahore) March 26, 1982.

To enhace cooperation and understanding among teachers, some suggestions have been made. A teacher should know his pupil, their mental capacity, their physical conditions and their degree of emotional maturity. He should recognise the personality, strength, and weakness of his students so that he could adjust his own attitude and behavior in such a manner that he is able to reinforce desirable behavior and eliminate those attitudes and actions which might interfere with the young persons' eventual happiness and success. A teacher must be ingenous in devising techniques for stimulating student's interest in the subject-matter he is attempting to teach. He should keep the students busy in activities which give a hope of successful achievement. A teacher must keep himself informed of what is happening in the class. He must exhibit an attitude of confidence in himself and of trust in his class.

38. FATIMA, N. Vernacular Teachers .... Viewpoint (Lahore) January 14, 1982.

We do not tire of passing high-sounding resolutions in favour of Urdu but when the question of awarding privileges to teachers arises all benefits are reserved for the English teachers. Urdu may have been given equal status at college level but the vernacular teachers of primary and middle schools constitute the most wretched class. In order to lay the foundations of proper education in the country, adequate means must be found to better the lot of vernacular teachers. The following measures are suggested: 1) Fifty per cent of the seats should be reserved for vernacular teachers for promotion to all the higher grades. 2) Headmasters and Education Officers for primary and middle schools should be appointed from among the senior vernacular teachers. 3) A fair quota should be fixed for vernacular teachers to work as supervisory staff in Board and University examinations.

39. HUSAIN, Akhlaq. Teachers' Grievances .... Dawn (Karachi) March 28, 1982.

The Punjab teachers' problems, in a broader sense, highlight our apathy towards education in general. The problem is not simply one of how much pay the teachers should get, as it is being made out to be. The key issue is our basic approach to education and the importance the Government attaches to this sector. It is a pity that teachers should be so poorly paid. After having put in years of education and training in order to qualify to teach, they earn even less than what an unskilled worker does. This speaks of the scant regard we have for a profession which determines the intellectual and moral calibre of the younger generation. As far as the financial implications of the teachers' demands are concerned, the responsibility falls squarely on the Government. That it does not have the resources to enhance the teachers' salaries is not really surprising, given the low priority assigned to education. But the state of affairs can hardly be condoned.

40. MIRZA, Manzoor. Falling Education Standard ... Pakistan Times (Lahore) January, 29, 1982.

In arresting the declining standard of education, the teacher can play a constructive role. He can inspire his students, motivate them, enlighten them and infuse in them the will to work. He is the main pivot in any educational setting. But the

socio-economic realities obtaining in the country constitute the limiting factor. The teacher has not been able to escape the impact of sociological changes. It is his prerogative to pull the society out of the present dismal state. But society must see to it that he is not allowed to remain at the mercy of hostile forces. The reform of the educational system is linked with the general reform of the socio-economic system. The teacher must be provided with a congenial atmosphere to contribute to the growth of learning and knowledge.

41. SARDAR, Choudhary Mohammad. Primary Taaleem Ki Ahmiyat (The Importance of Primary Education) .... Mashriq (Karachi) January 16, 1982(U).

It is a matter of great concern that no importance is given to the primary education in the country. The buildings where the schools are housed are generally dilapidated, and do not look like schools. Most of the teachers recruited for primary level are not trained. It is pointed out that two things need to be considered prior to the opening of primary schools. First, the teachers must be trained and then the buildings must be in good shape. It is therefore, suggested that unless all the dilapidated school buildings are repaired, no attention should be given to open more schools. To open primary schools is no doubt very important, but more important is the school buildings which need immediate attention.

TECHNICAL EDUCATION

42. AWAN, N.M. Engineering Education and Research ... Pakistan Times (Lahore) January, 8, 1982.

The standard of education has deteriorated at all levels. To a science student, intermediate exams are the test for entering into professional institutions. If he fails to get admission, he thinks he has lost the hope of building a good career. There is an increasing tendency to resort to malpractices at examination centers, to influence examiners and to manipulate domicile certificates for securing admission in professional institutions. On the other hand, the general impression is that once a student is admitted, he will become an engineer in due time. There is a process of elimination of those students who lack aptitude for the profession, especially in the first year. Some students pass Intermediate examinations by parts and the trend is on the increase for the last few years. Many of the faults can be removed by reducing undue emphasis on Intermediate examinations as the sole criterion for admission to engineering institutions.

TEXTBOOKS

43. GULZAR, Sharif. Darsi Kutúb Ki Tazeen-O-Tarteeb (Lay-out and Designing of Textbooks) ... . Kitab (Lahore) Vol. 16(5): 4-8p. 1982 (U).

In order to make a textbook attractive, it is necessary to take care of all those elements that go into it including lay-out, designing, copy pasting, calligraphy, photography etc. Each page of a textbook needs to be designed according to the requirement of the subject. A well-designed page explains itself at a glance. There are four principles which should be kept in mind in designing a textbook: 1) contrast of size; 2) contrast of tone 3) contrast of direction; and 4) contrast of colors.

Title page of a textbook is of prime importance. In fact it works as a show window for the book. An attractive title will automatically attract the reader. A good title should speak itself about the contents of the book at a glance. As price plays an important role in textbooks, efforts should be made for simple but attractive title. Unnecessary use of colors need to be avoided. Proper attention should be paid on the calligraphy of a textbook and in this cooperation of a designer is necessary.

44. MOHAMMAD, Wali. Darsi Kutub Aur Talaba Ki Mushkilat (Textbooks and Difficulties of Students) .... Mashriq (Karachi) January 1, 1982(U).

It has come to the notice that now all the text books will be published in Arabic character or Naskh script. The problem is the fact that while writing almost all the children write in Persian script i.e. Nastaliq. Both the scripts have different style of writing. Children read their text books in Arabic scripts, while all other books are published in Persian script. It means that they must be familiar with both the scripts. The basic disadvantage of the Arabic script is that children also try to follow this script in writing. This has created problems for the students. For easy reading and writing Persian script need to be used, as it is used in all the published books. At present all the books and newspapers, except textbooks, are published in Persian script. This anomaly need to be removed.

45. ZAKIULLAH, Mohammad. Primary Aur High Schoolon Ki Nisabi Kitaben (Textbooks for Primary and High Schools)... Imroz (Lahore) March 25, 1982(U).

As the teachers of primary and high schools know better the calibre of their students and their mental capability, it is important that the text-books should written by them. The present practice is completely different. At the moment the text-books are written by non-teachers who know little about the students for whom they are writing. The result is obvious. Not only the language used by them is difficult and beyond the comprehension of an average student, the subjects chosen by them are also insipid and devoid of interest. As the writers of text-books are highly qualified people they write the material according to their own standard. Experience has shown that the text-books written by the non-teachers and highly qualified persons have not proved good for the students of primary and high schools.

WOMEN'S EDUCATION

46. AHMAD, Ashfaq. Female Education... . Dawn (Karachi) January 13, 1982.

The low priority given to female education is attributable partly to financial constraints and partly to socio-cultural prejudices, which also tend to be reflected in the Government's educational planning. Thus, in the last four years, the number of girls enrolling in primary schools has gone up by 15 per cent, largely on account of the growing awareness among parents, especially in the urban areas. On the contrary, the increase in male enrolment since 1977-78 has been only 9 per cent. Yet the number of primary schools opened for boys has increased by 10 per cent, while female institutions have gone up by only 4 per cent. By denying its female population the benefits of education, a nation deprives itself of the productive labor of
of/ half/its human resources, besides risking cultural impoverishment. Moreover, it is now widely recognised that an educated woman is an asset to society in that education instils into her higher values and social responsibility while making her better equipped to provide for the welfare of her family.

47. AHMAD, Rehana, Khawateen Universitian (Women Universities) .... Nawai-Waqt (Karachi) February 6, 1982 (U).

Difficulties and hurdles are being created in the establishment of women universities. Soon after the establishment of Pakistan

the need for discarding the system of co-education at the higher level was seriously felt. The establishment of a separate medical college - Fatima Jinnah Medical College - at Lahore may be considered as the first important step in this direction. However, the demand for a separate women university was actually accepted when the new government came into power and expressed the need for two separate women universities - one at Karachi and the other at Lahore. Inspite of this announcement, the expediency came in the way and the decision could not be implemented. It is being repeatedly said that due to administrative and financial strains, the establishment of women universities might be delayed. It is not known how long would it take to over came the financial and administrative problems?

48. AJMAL, Shagufta. Women's University .... Dawn (Karachi) March 11, 1982.

The President's announcement regarding the establishment of women's university was welcomed by all. Other developments also took place in this regard. Even the program about its official opening was announced. People were waiting for the women's university. Now they are told that it has been postponed to next year due to the budgetary difficulties. Why it was not indicated earlier and why a premature decision was taken to set up the women's university. No basic national demand should be denied on the ground of minor difficulties. Since the postponment, four universities - the Islamic University, Islamabad, the Aga Khan Medical University, Karachi, the Engineering and Agricultural University in the N.W.F.P., have been or are being set up. As far as the question of difficulties is concerned there are always difficulties in the setting up of any institution.

49. BASHIR, Tehnyat. Extravagance in Education .... Star (Karachi) December 17, 1981.

We have been hearing about the establishment of womens' university for a long time. A university is a very serious project which will incur a great deal of expense, which apart from the fact that we are very poor, we just cannot afford another campus. Instead of openning new institutions, we should use whatever finances we have to improve the existing institutions. For instance, the University of Karachi is in dire financial strains. If we have money, it should be diverted to this university. The motive behind the proposal is just to ensure the smooth running of education. How a separate university could remove evils from the society, if there are any ? This sounds absurd and the logic is based on ignorance.

50. GILANI, Masood. Makhloot Ta'aleem (Co-Education)..... Imroz (Lahore) February 5, 1982(U).

Co-education has turned the universities the house of fashion. It is high time that separate universities for ladies are started and separate arrangements are made for their higher education. It is unfortunate, that despite repeated demands from the public, the Government has not yet implemented its own decision. The Government offers the excuse of inadequate financial resources to start the separate universities for women. This is only delaying the issue. Thus, the delaying tactics have resulted in the disillusionment among those who are in favour of a separate university for women. Pakistan is an ideological state and hence Islamic principles have to be followed here.

51. HASHMI, Khalid Mahmood. Lahore College Barai Khawateen Mein Commerce Ki Kilasen (Commerce Classes in Lahore College for Women) ..... Imroz (Lahore) March 17, 1982(U).

In view of the growing interest of female students in commerce, it is urgently needed to start commerce classes in Lahore College for Women. It is good that our women are taking interest in different fields of national life. They have shown interests in engineering, science, medical and now in commerce. But unfortunately very little attention is being paid to female education. In spite of little attention, the number of female st dents is constantly on the increase. The Government and the Education Department need to pay urgent attention to the establishment of more and more schools and colleges for women. Discouragement to female education only means to deprive them from knowledge.

52. MASTOOR, Zakira, Women's University .... Dawn (Karachi) March 7, 1982.

The Government's approach to the opening of women's university seems to be indecision and unnecessary delay. All Pakistan have a deep regard for religion. These people are looking very much forward to the establishment of a womens' university where women can seek knowledge without sacrificing their moral and religious values. The fears of failure of such an institution are completely baseless. One has only to look at the two flourishing medical colleges for girls in the country - Fatima Jinnah and King Edward's in the Punjab.

53. MUZAFFAR, Humaira. Khawateen University Ka Qiyaam (Establishment of Women's University) ... Jang (Karachi) March 7, 1982 (U).

The paucity of resources has been given as the reason to postpone the establishment of Women's university. It is surprising that the Government has no resources for the establishment of a Women's university even in a temporary buildings. The plan can be successful if some importance is attached to it. It is unfortunate that the Government is paying little importance to this project. This attitude of the Government can be described as 'unjustice' to the cause of women. CO-education in Islam is not allowed. It is high time that at least one separate university each at Karachi and Lahore is established. How unfortunate, that even after the announcement by the Government that the demand for a separate university for women will very soon be met, the promise could not be materialised.

54. NASIM, Mohammad. Khawateen Ka Nisab-e-Ta'aleem (Syllabus for Women) ..... Akhbar-e-Khawateen (Karachi) October 24 - 30, 1981(U).

Much has been written in the newspapers and periodicals about the establishment of a separate university for women. In a society which is heading towards Islamisation, the delay in the establishment of women's university is surprising. Immediate steps are needed for this purpose. It is emphasized that a separate syllabus should be prepared for women right from the primary stage. Since it may take time for the new syllabus, it is suggested to incorporate necessary changes in the existing syllabus, keeping in view the urgency of the matter. The change of syllabus and a separate university for women will help in developing Islamic values in the society.

55. NIAZI, Ghulam Yasin. Khawateen Universitian - Qiyaam Mein Takheer (Women University - Delay in Establishment) ... Nawai Waqt (Karachi) February 7, 1982 (U).

The following points need to be considered before the establishment of women universities: 1) What should be the objectives for women universities in an ideological state? 2) Should all the subjects or some selected subjects [illegible] be taught in these universities ? 3) Should the system of co-education be stopped in male universities after the establishment of women universities or should it be continued with some conditions ? Would it be a right step to establish women universities in all the four provinces at the same time, despite the fact that we are facing the problem of manpower and financial resources ?

5) Would it be enough to establish only one university for all the four provinces? These are some important issues which need urgent attention by the authorities. One thing, however, is certain that the demand for the establishment of women universities cannot be ignored.

56. RAHIMUDDIN, Beguam Saqiba. Ta'aleem Aur Hamaray Moashray Mein Aurat Ka Muqam (Education and Women's Status in our Society) .... Akhbar-e-Khawateen (Karachi) Vol. 16(24): 15 - 15. 1981(U).

The meaning of education and its Western and Eastern concepts are explained. The Western concept of education develpps three values: 1) rationalism; 2) independence; and 3) scientific approach. The Eastern concept of education revolves around idealism and spiritualism. The Islamic concept of education has universal applicability and its own distinct features.

In past women as a whole were considered inferior and therefore not fit for education. Now this concept has been changed and women's education is considered equally important. In fact education of a man is education for an individual, whereas education of a woman is education for the entire family. Education helps women in the proper discharge of her duties in life. It is discussed in some detail why education is important for the present day woman.

57. RAJA, Shahid Nisar. Women's University .... Pakistan Times (Lahore) March 9, 1982.

A separate women's university is very necessary in a state like Pakistan where Islam is the state religion. Pakistan being an ideological state, co-education is absolutely un-Islamic. The majority of our population belongs to the rural areas. Their customs and traditions affect the higher education of women. They may send the boys to the universities but never their girls to join co-educational institutions. It is correct that the demand was raised by the male students of the Punjab University studensts Union, but being an elected body, the Union is the representative of all students, whether male or female. If there is any need for such a referendum as proposed by the concerned students then in place of girl students, their parents should be allowed to give their opinion about the demand for women's university.

GENERAL

58. ALVI, Mohammad Afzal. Ta'aleemi Inhetaat (Educational Deterioration) ..... Nawai Waqt (Karachi) January 23, 1982(U).

Now the main onjective behind education is to get through examinations. For this purpose numerous illegal means are being adopted. In this malpractice, the parents, teachers and students all are involved. Private tuition is also one of the easiest means to pass the examinations. Most of the teachers are responsible for this, because it is they who ask students to take tuition from them. These teachers teach the students in their houses in a group and thus consume their energy in private tuition. The result is quite obvious. They do not pay any attention to the class. One of the reasons for the fall of the standard is also participation of the students in extra-curricular activities. Unionism has also greatly affected the standard of education.

59. FATIMA, N. Ta'aleemi Meyaar Gir Raha Hai (The Standard of Education is Falling) ... Nawai Waqt (Karachi) January 18, 1982(U).

It is indeed unfortunate that very little attention is being paid to the fast deteriorating standard of education in the country. Many suggestions were put forward by different quarters for the improvement, but either half-hearted steps were taken or the authorities just did not bother. Now the examination centers have become the arena of vandalism. The invegilators are either manhandled or attacked with dagger and pistol. Malpractices in the examination hall have also increased considerably. Respect to the teachers has become the story of the past. Teacher-student relationship has deteriorated to a great degree. All these factors have contributed in the fall of the standard of education. If the deterioration is not checked, the future of education in the country appears bleak.

60. GIANI, Fuad A. School Affairs..... Dawn (Karachi) February 13, 1982.

Attention of the higher educational authorities is drawn to the irregular tuitions given by the staff teachers. Some teachers take little interest in the school, but teach the students properly when they come to their house for tuition. Those students who cannot afford the tuition fee face great difficulty

and also secure less marks in their examination. The teachers often leak the question paper to those students who get tuition from them. During the school term such teachers also give punishment to students who do not go to their house for tuition. Many schools do not allow teachers to give tuition to the school's students. But even then, some teachers do so. It is, therefore, requested that ban is imposed on private and irregular tuition.

61. GHANI, Mohammad Javed. Ta'aleem Aur Bunayadi Nasbul Ain (Education and Basic Aim) .... Imroz (Lahore) February 10, 1982(U).

The basic aim in acquiring education must be to broaden the capabilities of mind and the mode of thinking. The basic aim has, changed in Pakistan. Now the basic aim is not to acquire education, it is to get certificate or diploma by any mean. In order to get diploma or certificate, the students generally indulge in malpractices in the examination hall. They copy the answers from the book, and if checked, they resort to violence. This has resulted in the deterioration of the standard of education. Coercion or any legislation has not helped in checking the growing malpractices among the students. It is high time that the Government takes some corrective measures.

62. HASAN, Shabbir, Intermediate Aur Urdu (Intermediate and Urdu) ..... Imroz (Lahore) January 13, 1982 (U).

There are many causes for the deterioration in the standard of education. One important cause is the fact that the medium of instruction at the inter level is not Urdu. All the subjects are taught through the medium of English. The result is that the students who pass their matric examination through the medium of Urdu, face great difficulties when they enter in college and are forced to study all the subjects through the medium of English. The other cause is the holding of examinations in parts. Yet another cause is the fact that the syllabus is too lengthy. All these defects have caused deterioration in the standard of education.

63. HASHMI, Khalid Mahmood. Har Mazmoon Ki Amli Afadiyat (Practical Utility of Egery Subject) .... Imroz (Lahore) March 25, 1982(U).

The method of teaching in primary and higher secondary schools is not in tune with the present requirements. What is needed now is to keep the students informed of the utility of every subject that is being taught to them. It is also necessary for the educational authorities to change the current syllabus

which has become outdated and has nothing to do with the basic requirements of the students. The same text-books and the same subjects are taught every year without realising the change in the circumastances and age. The subjects which were highly useful yesterday, are not so today. Our educationists should keep themselves abreast with the changing situation.

64. HASHMI, Khalid Mahmood. Jabri Tuition (Forced Tuition) ..... Imroz (Lahore) March 10, 1982(U).

The course of private tuition or in other words, forced tuition, is spreading at a very fast rate. This tendency among the teachers has not only affected the standard of education, the students who take private tuition, have lost interest in their text-books. The teachers just prepare notes for their students and ask them to memorise the notes. The students who engage teachers for private tuition pass their examinations without much labor. They are also awarded good position while other students who do not engage any teacher for private tuition face difficulty and often get less marks and sometimes even fail. This is sheer injustice to them. This curse of private tuition has to be stopped as early as possible. Government should take measures against this menace and save education from malpractices.

65. HASHMI, Khalid Mahmood. Ta'aleemi Inhetat Ke Asbab (The Cause of Deterioration in Education) .... Imroz (Lahore) February 3, 1982(U).

Our educationists till this day could not pin point the causes of deterioration in education. The deterioration cannot be checked through repeated changes in syllabus. The thing important is to reduce the subjects and the number of books that are being taught to students at present. It is also necessary is to discourage the students to memorise the lessons. The demand to abolish English is justified, but there should be no hurry in implemanting this demand. The English language has its own utility and quality. Viva voce tests are important. Since we have stopped this practice, the education standard is falling. Viva voce tests will improve the quality of education. In viva voce students cannot memorise their lessons, they will have to improve their intellect.

66. JAVED, Naim. Sanvi Ta'aleemi Board (Secondary Education Board) ... Jang (Karachi) January 21, 1982 (U).

The tuition fee has been raised so much that it has become impossible for a poor student to think of education. Those students who plan to sit for the examination as a private

candidate give up the idea, because the examination fee fixed by the Board is very high. Now when the Government is very serious in providing education to every one, why the Board is not looking into the problems faced by poor students ? Instead of providing all facilities to each and every student, whether regular or private, the Board appears to have decided to create problems and difficulties for the private students. The injustice should be removed as early as possible.

67. KHAN, Nasir Ali. University Rule .... Dawn (Karachi) February 25, 1982.

The University of Karachi has made it impossible for candidates belonging to areas other than Sind to take an external examination from the University. The admission form stamp stipulates that the candidate must necessarily produce a "permanent residence certificate" from any part of the province - making it explicit that no candidate from outside the province could participate in its examinations. Prior to this, everyone could appear in the examinations without any let or hinderance as in other universities. There are some Federal institutions and offices in Karachi where people from all parts of the country are serving but none of them can now seek to improve his academic record. This situation needs attention.

68. KHANAM, Rahila. Meyar-e-Ta'aleem Ki Pasti Ka Zimmedar Kaun ? (Who is Responsible for the Fall in the Standard of Education) .... Mashriq (Karachi) March 16, 1982(U).

The responsibility for the falling standard of education is not of teachers alone. There are other elements sharing the responsibility. For example, no special attention is paid to the teaching of ideology, when Pakistan is an ideological state. Here the curriculum and the teaching should be based on the country's ideology. In fact we do not need English medium schools. Instead we need Islamic medium schools. How painful it is that even after 34 years of the existence of Pakistan English medium schools still have the upper hand and dominating influence in the country. Even the question of medium of instruction has not been solved as yet. This uncertainty has affected the whole system of education, and contributed in the fall of educational standard.

69. MEHKRI, G. M. Ban on Guess Paper ... Morning News (Karachi) January 16, 1982.

In the deteriorated state of teaching in the country in which majority of teachers behave as though incompetent, the Guess

papers are serving a most useful purpose of providing by the question-and-answer method, the needed information to the otherwise ill-taught students. The banning of the Guess Papers without providing any substitute like competent, adequate thorough and effective method of information to the students, is a one-sided measure. In no other countries are Guess Papers banned. Indeed, in many countries correspondence courses in almost all possible subjects have appendixes after every single lesson in which there are thorough questionnaires which the student has to answer and then to compare his answer with the standard answers provided by the course itself for comparison and self correction even. In view of this, there seems to be nothing wrong with the Guess Papers and more harm than good may come from the suppression of the availability to these to the helpless students.

70. MOHAMMAD, Rafi. Asataza Aur Talba Kay Ta'Alloqaat (Relationship) between Teachers and Students) .... Nawai Waqt (Karachi) February 20, 1982 (U).

The growing distance in the relationship between teacher and student is an inhibiting factor in the smooth running of the academic institutions. It has been observed that whenever relationship between teachers and students are strained, the teaching standard as a result suffers. One of the causes of the present unrest in educational institutions is the student-teacher strained relationship. Hence greater responsibilities rest on the shoulders of the teachers to promote good relationship with the students. If a teacher treats his student with love and affection, he would not create any trouble for him.

71. QURESHI, Junaid Iqbal. Academic Decline .... Viewpoint (Lahore) March 18, 1982.

Falling academic standards in our educational institutions is one of the most frequently discussed topics in our country. A number of causes of the prevalent educational degeneration have been spelt out but they relate mostly to lack of sense of responsibility on the part of the teachers, students and parents. It is simply astonishning that although more than three decades have passed since we became free from British domination, we still cling fast to the lines set by our foreign masters in all spheres of life, including education. Different Governments in Pakistan have successfully given us their own education policies. However, as the bureaucrats were always involved, more than the educationists, in the formulation of these policies, education continues to follow the same old lines as were set by our previous foreign rulers.

A notable feature of this inherited education system is that it simply promotes rote-learning and stifles all creative potential.

72. SADIQ, Najma. Education .... Dawn (Karachi) February 5, 1982.

For the past decade, education has been deteriorating, but for the past several years it has been specially atrocious. The parents of the present generation merely have to compare it with the education that had been imparted to them in their time. Today's school education in Pakistan is badly affected by misplaced political idealism. The emphasis is not on the grasp of language and command of its use but on indoctrination of a narrow set of facts and abstract concepts to minds yet too undeveloped and immature to be able to assimilate them - for which reason they are committed to memory without being understood. While the number of subjects has expanded, the scope of knowledge has been narrowed, with the same matter being repeated in different subjects under different headings. The average high school student as such emerges, as ignorant as ever, as far as vital knowledge is concerned, and still unequipped to communicate, absorb and impart information constructively as would be expected at that age and stage.

LANGUAGES, TEACHING OF (Special Section)

73. AHMAD, Asif. English Teaching ..... Pakistan Times (Lahore) February, 3, 1982.

Faced with the problem of declining standards in English, Federal and Provincial educational agencies have been exploring new approaches in second language learning for the last few years. About 200 English College teachers have just completed their workshop training at Centers in Karachi, Multan, Lahore and Rawalpindi. This course is the latest among a number of in-service training programs launched to arrest the downward slide in the teaching and learning of English. English is being phased out as the official language which means that our society will be using it less and less and time goes by. However, opinion is unanimous on the retention of English as a key to technological avenue and as an international medium of linguistic exchange. To counteract further degeneration in our English language ability, the country will have to adopt more efficient teaching methods. The primary focus should be on the school because once incorrect language patterns are formed, it becomes very difficult to remedy them in later life.

74. ASHFAQ, Rukhsana. F.Sc. Aur Urdu Ki Lazmi Ta'aleem (F.Sc. and Compulsory Teaching of Urdu) .... Imroz (Lahore) January 13, 1982(U).

Students of Science and Technical education have been demanding for long for the teaching of Urdu as optional subject at F.Sc. level and not as compulsory subject. The reason is the fact that Urdu is not taught in M.B.B.S., B.Sc. and Engineering classes. Since the students of F.Sc. pay attention to Urdu being a compulsory subject, it affects their achievement in other subjects. On the other hand, those students who pay more attention to science subjects, and pay little attention to Urdu, their grades are affected. As a result, when seeking admission in technical institutions, medical colleges or engineering university, the students face difficulty although they obtain good marks in science subjects. It is suggested that Urdu should not be a compulsory subject at F.Sc. level.

75. AZEEZ, Ahmad A. Why this Falling Standard ? ..... Dawn (Karachi) Jaunary 5, 1982.

Unfortunately, the method of teaching English in our educational institutions does not develop with the promotion of the students to higher classes. Though the standards of books to be taught improved, the method of teaching remains the same. At present the 'translation technique' recommended in the syllabi is practised by the teachers. Our policy makers attach great importance to this technique. Our teachers never help the students to "think in English". Rather their approach is to think in Urdu Sindhi etc., and then translate into English." It consumes more time on one hand, and makes the students confused, on the other. Another impottant factor is "teaching English in Urdu". Here again the theory of direct approach comes up. One must wornder as to why most of our graduates, after completing at leats 14 years of education fail to write, speak and/or understand English properly. What is, therefore, needed is that the students must be encouraged to study English as a language.

76. BHATTI, Ismail. Education and Language ..... Pakistan Times (Lahore) January 5, 1982.

In our schools and colleges, no attempt is made to relate the teaching of a language to the acquisition of knowledge. Both English and Urdu are taught in isolation as subjects. It is hardly realised by the policy-makers and the teachers that

the languages are learnt to perform certain functions and that it is futile to pursue their study as an end in itself. There are three basic approaches to language study: learning about a language; learning in language and learning a language. English is taught and learnt purposelessly, the result of which is that the educational goals dependent upon its mastery remain unachieved. The same is true of Urdu, It would be good if Urdu and English are taught in the light of current methodology and maximum results are achieved with minimum resources. The current situation, grave as it is, must not be allowed to prevail.

77. BUKHARI, Sami. Qaumi Zaban (National Language) ... Akhbar-e-Khawateen (Karachi) October 24-30, 1981 (U).

Much has been said and written about the change of medium of instruction from English into Urdu. However, no positive steps have so far been taken in this regard. The growing number of private schools in the country have English as the medium of instruction, while in the Government schools medium of instruction is Urdu. This difference has seriously affected the standard of teaching. As English has not been retained as medium in the higher stage, the students from the English medium schools face little difficulty in education. On the other hand, the students from the Urdu medium schools face lot of difficulties in adjusting themselves. The attention of the authorities has been drawn to this anomaly but of no use. It is emphasized that all the children should be taught either in English or in Urdu. Duality in the medium of instruction will continue to hamper the standard of education.

78. HASHMI, Rashid. Urdu Zaria-i-Ta'aleem (Urdu, Medium of Instruction) .... Nawai Waqt (Karachi) January 4, 1982 (U).

It is a matter of great regret that despite promises to make Urdu as the medium of instruction, no progress has yet been achieved in this direction. Since independence many commissions for education were set up by successive Governments and each commission made recommendations for adopting Urdu as medium of instruction. But till date this recommendation remaind a mere recommendation. What is more painful is the fact that at the moment there are two types of schools in the country. In one type Urdu is the medium of instruction while in the other, English has been retained as the medium of instruction. This duality in education has deteriorated the standard of education. Students belonging to the Urdu medium of schools have little scope for future progress, while students of

English medium schools are given preference in every department of life. This policy in the sphere of education has not done benefit to the country. The Government must look into this duality and take in immediate step to stop this.

79. HUSAIN, Liaquat. Qaumi Zaban Aur Ta'aleem (National Language and Education) .... Jang (Karachi) January 31, 1982(U).

Despite repeated protests against retaining English as the medium of instruction in our schools, the Government is adamant to take any action to replace it by Urdu - our national language. There are at present two types of education in the country one of government schools where Urdu has been adopted as the medium of instruction in primary schools, and the other private schools where English remains as the medium of instruction. This duality has created educational crisis in the country. Why the Government cannot do anything against private schools which are violating the rules ? In the competitive examinations, too, English has been given importance and priority. This is sheer injustice. Uniformity in education is the first pre-requisite of national consciousness. Since we are groping in the dark, we cannot reach our national goal. Lack of planning has created a mess in educational sector.

80. KHAN, Husain Raza. Urdu Ko Zaria-e-Ta'aleem Banaya Jai (Urdu Be Made Medium of Instruction) .... Mashriq (Karachi) March 11, 1982 (U).

It is unfortunate that Urdu has not been made the medium of instruction in all the institutions. At the moment there exist two types of educational institutions. In one type Urdu is the medium of instruction, while in other English is the medium of instruction. The students who are taught through the medium of Urdu fail to compete with those students who are taught through English medium. This is so because in all the competitive examinations questions are to be answered in English. So the students coming from English medium schools and colleges take lead over the students who have been taught through the medium of Urdu. This dualism has done great harm to education. There must be uniformity in the teaching practice. Urdu which is the national language of Pakistan must be given its rightful place. English should be retained, but as a second language.

81. KHURSHID, Abdus Salam. Urdu University Ka Qiyaam (Establishment of Urdu University) .... Mashriq (Karachi) January 22, 1982 (U).

When a language like Indonesian can become the medium of instruction why can't Urdu. Sometime back the Federal Education Minister spoke in favor of the establishment of an Urdu University in the country. No doubt the proposal is sensible but it cannot gain any thing. On the other hand, it may create two kinds of educated people. There would be a group of students who would prefer to be taught through the medium of Urdu while another group of students would be willing to be taught through the medium of English. It would be in the large interest of the country if Urdu and Urdu alone should be made the medium of instruction for higher education. With the adoption of this policy all the existing universities would automatically be turned to be the Urdu universities. If Arabic can become the medium of instruction throughout the Arabic world, why Urdu cannot play the same role in Pakistan ?

82. NAJMUDDIN, S.M. Urdu Medium .... Dawn (Karachi) February 11, 1982.

To implement the recommendation of the Commission on National Education, the University of Karachi decided to change the medium of instruction and examination in all subjects in the faculties of Arts, Science and Islamic Studies. To meet the growing demand for standard and authentic books in Urdu on various subjects, specially science and technology at the graduate and post-graduate levels, the University of Karachi established a Bureau of Composition, Compilation and Translation in 1956. About three hundred thousand technical terms in various science, commerce and arts subjects as well as medicine, engineering, law, education etc. have been translated into Urdu. In view of the paucity of reading materials in Urdu, the teachers of the University of Karachi were advised to start writing books in Urdu. Developed and experimented with as a medium of instruction and expression as well as official language for about 100 years, Urdu now is in a position to be used as a medium of education and as an official language.

83. QURESHI, Ishtiaq Husain. Qaumi Zuban Bahaisiyat Zaria-e-Ta'aleem (National Language as Medium of Instruction) .... Akhbar-e-Khwateen (Karachi) Vol. 16(32): 16-16p. 1981 (U).

Language is not some thing which you can put on or put off like dress. It is something which is part of you and comes from within you. If you borrow others' language and leave your

own, it means you are leaving every thing of your own and depending on others. Higher thinking is absent from all those nations, who do not use their own language. Nations like ours who have adopted foreign language as medium are far behind in the race of development. Nations like Japan who retained their language are not only competing with advanced nations, but in many cases are ahead of them.

It is not possible to achieve real depth of education through the medium of foreign language. We spent most of our time in learning language than in learning subject. What we generally do is to memorize the answers in foreign language, and this is the sum total of our education. The real yearning of knowledge cannot be developed if we stick to foreign language as medium of instruction. Urdu is our national language and we should see to it that it replaces English as medium of instruction.

84. SAEED, Shaista. English Medium Schools (English Medium Schools ..... Akhbar-e-Khwateen (Karachi) Vol. 16(30): 14-14p. 1981 (U).

National language is the symbal of country's unity. It is surprising that there is still a class of people which insist on retaining English as medium of instruction. They advocate the retention on the plea that we cannot progress without English language and that we cannot go abroad without the knowledge of English. It seems as if the whole nation is going abroad. The English medium schools are only serving the affluent class and the number of such schools is very small. With the change of medium of instruction, the sufferer will be the affluent class only.

It is discussed that English should be retained as a language but should not be used as medium of insturction.

85. SIDDIQUI, Aslam. Urdu as Medium ... . Dawn (Karachi) February 27, 1982.

It is not the medium of instruction that is important, but what we can achieve through the medium of instruction in the way of universal knowledge and mass communication. Without any prejudice and offence towards Urdu, it is being felt Urdu is only limited to Pakistan, whereas English is lingua franca. If we are to keep pace with world progress and advancement and if we want to communicate with the world in trade and commerce, the best medium of instruction is English. Many things can be

said in favour and against Urdu, but the medium of instruction should not be forced upon a student. It should be the choice of the student whether to study in English or in Urdu. We cannot force a student to study English against his will; the same applies to Urdu.

86. ZUBERI, A.W. Uudu as Medium of Instruction ... Dawn (Karachi) January 22, 1982.

The foremost thing that needs to be done is to take a firm decision for a changeover of medium of instruction by a definite date and then to plan accordingly. To remain in a state of indecision would create nothing but confusion. If we want to introduce eventually our national language as the medium of instruction in our institutions of higher learning, then let us go ahead in a business-like manner. In two years' time it should be possible to have sufficient number of reasonably good textbooks, at least the minimum required and also to train the teachers for this purpose. It is, however, fully appreciated that no matter when the switch-over is made, it would still be futile to expect to have all the required books and material duly prepared and translated, ready to use.

It is only after our national language gets that status, that we would eventually have all the necessary material at our disposal. Hence it is a question of time but for that Urdu must first to be adopted as the medium of instruction, instead of insisting on the other way round. So far as teachers' training is concerned, it should not be all that difficult and time-consuming.

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